



BETHEL-HANBERRY ELEMENTARY

125 Boney Road
Blythewood, South

Grades	PK-5 Elementary School	
Enrollment	730 Students	
Principal	Mr. Jeff Williams	803-691-6880
Superintendent	Dr. Katie Brochu	803-787-1910
Board Chair	Bill Flemming, Jr., D.M.D.	803-261-1992

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Excellent	Excellent*
2009	Excellent	Excellent
2008	Good	Average
2007	Good	Below Average
2006	Good	Average

* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- **Good** – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- **Average** – School performance meets the standards for progress toward the 2020 SC Performance Vision
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- **At-Risk** – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

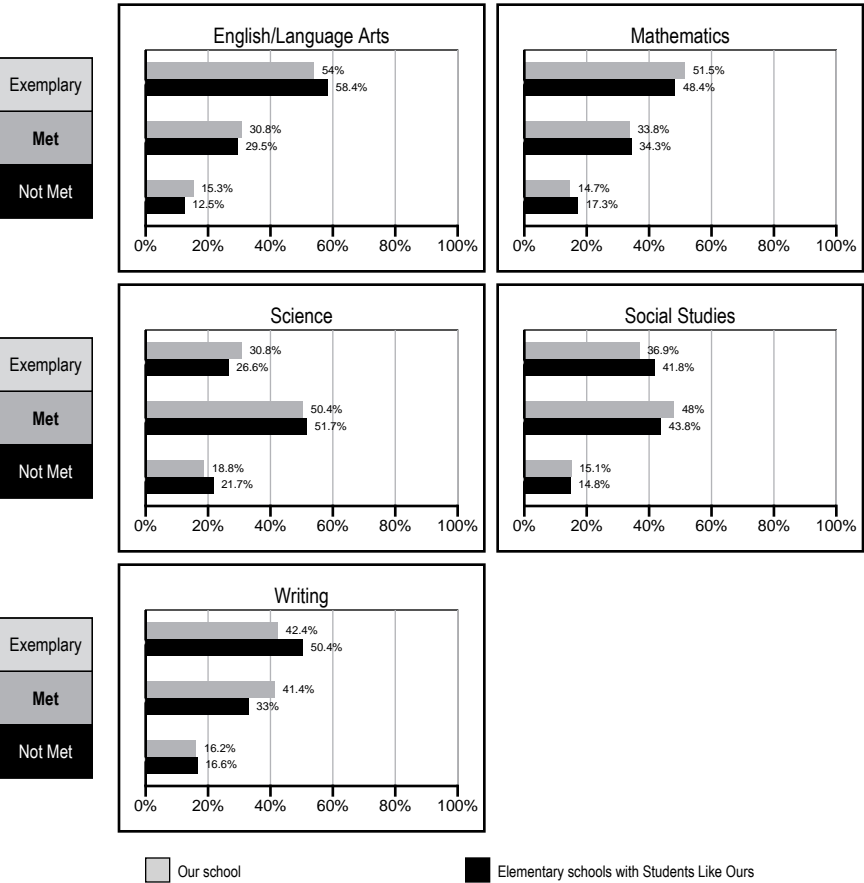
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 97.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
25	6	2	1	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=730)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.3%	Up from 0.1%	0.9%	1.2%
Attendance rate	96.3%	Down from 96.6%	96.5%	96.1%
Eligible for gifted and talented	18.8%	Down from 19.3%	20.8%	11.7%
With disabilities other than speech	3.8%	Up from 3.5%	6.3%	8.0%
Older than usual for grade	0.2%	No Change	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=45)				
Teachers with advanced degrees	53.3%	Down from 55.8%	63.6%	60.5%
Continuing contract teachers	84.4%	Up from 79.1%	89.1%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	88.7%	Up from 85.8%	88.7%	87.0%
Teacher attendance rate	95.8%	Down from 96.9%	95.7%	95.4%
Average teacher salary*	\$50,532	Up 0.9%	\$49,185	\$47,288
Professional development days/teacher	9.2 days	Down from 14.5 days	9.0 days	10.5 days
School				
Principal's years at school	2.5	Up from 1.5	3.5	4.0
Student-teacher ratio in core subjects	20.5 to 1	Down from 21.1 to 1	20.8 to 1	19.2 to 1
Prime instructional time	91.7%	Down from 92.7%	92.2%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,960	Down 0.8%	\$6,960	\$7,548
Percent of expenditures for instruction**	69.1%	Down from 70.2%	70.5%	68.7%
Percent of expenditures for teacher salaries**	65.5%	Down from 66.8%	65.7%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Bethel-Hanberry Elementary has adopted the theme "Believe and Achieve" for the 2009-10 school year. We are continually studying our data in an effort to focus on improving the performance of all students.

With the start of PBIS (Positive Behavior Intervention and Support) Year Two, we have seen academic growth among students who have been assigned to our check in/out program. This gave us the opportunity to provide increased support for At-Risk students. We achieved Banner status from the State Department of Education for our PBIS initiatives. Additionally, we started Project LIFT which has created a fabulous mentoring program with students at Blythewood High School. Our students have grown in confidence and experienced success both in and out of the classroom.

Our highlight this year was being named both a Palmetto Gold and Silver School for the 2008-09 school year. Achieving AYP status, BHE made great academic progress within our sub-groups. Achieving notable improvement were our African-American students as well as those students served by the Free/Reduced Lunch Programs. Our Fifth Grade Math Team earned state winner at the State Mathcounts Competition.

Our school would not be successful without the loyal support of our community. Despite the budget cuts which have depleted our local funds, our students continue to be offered the very best education. Our parents sacrifice their time and talents to assist the students at our school. We are fortunate to have a dedicated PTO, SIC, and Educational Foundation who work hard to make sure we are not lacking in any educational resources.

Our school will be downsized as some of our students will start a new school next year. We look forward to maintaining our momentum as we stay "on track for success."

Mr. Jeff Williams - Prinicpal

Mrs. Missy Hagood - SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	18	113	84
Percent satisfied with learning environment	100.0%	94.6%	96.4%
Percent satisfied with social and physical environment	94.4%	90.3%	95.2%
Percent satisfied with school-home relations	100.0%	86.7%	84.3%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.1%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.3%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	388	100	15.3	30.8	54	93.2	85.9	83.5	Yes	Yes
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Gender

Male	207	100	17.3	32.5	50.3	92.7	82.7	80.1	N/A	N/A
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Female	181	100	13.1	29	58	93.8	89.3	87	N/A	N/A
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Racial/Ethnic Group

White	219	100	12.1	26.2	61.7	94.9	94	89.6	Yes	Yes
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African American	148	100	21.6	39.6	38.8	89.6	81.9	74.6	Yes	Yes
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Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	94	92.7	I/S	I/S
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Hispanic	14	100	N/A	N/A	N/A	100	80.3	79.6	I/S	I/S
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	100	85.1	I/S	I/S
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Disability Status

Disabled	27	100	58.3	29.2	12.5	66.7	52.7	51.7	I/S	I/S
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
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English Proficiency

Limited English Proficient	11	100	I/S	I/S	I/S	I/S	83.4	79	I/S	I/S
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Socio-Economic Status

Subsidized meals	125	100	21.4	34.8	43.8	91.1	78.5	76.9	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	388	100	14.7	33.8	51.5	93.2	82.4	80.4	Yes	Yes
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Gender

Male	207	100	15.7	29.8	54.5	94.2	80	78.4	N/A	N/A
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Female	181	100	13.6	38.1	48.3	92	84.9	82.5	N/A	N/A
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Racial/Ethnic Group

White	219	100	8.9	30.4	60.7	96.3	93.2	87.8	Yes	Yes
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African American	148	100	25.4	38.8	35.8	87.3	76.8	69.3	Yes	Yes
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Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	95.8	93.5	I/S	I/S
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Hispanic	14	100	8.3	33.3	58.3	100	77.2	78.3	I/S	I/S
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American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	92.3	83.2	I/S	I/S
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Disability Status

Disabled	27	100	50	45.8	4.2	62.5	47.8	46.1	I/S	I/S
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Migrant Status

Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
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English Proficiency

Limited English Proficient	11	100	I/S	I/S	I/S	I/S	83.2	78.9	I/S	I/S
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Socio-Economic Status

Subsidized meals	125	100	25	40.2	34.8	87.5	73.2	72.8	Yes	Yes
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* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	267	99.6	18.8	50.4	30.8	81.2	72.1	67.3
Gender								
Male	140	99.3	18.1	46.5	35.4	81.9	70.9	66.9
Female	127	100	19.5	54.5	26	80.5	73.3	67.7
Racial/Ethnic Group								
White	147	100	10.4	47.9	41.7	89.6	89.6	79.6
African American	102	99	33.3	53.3	13.3	66.7	63.1	49.7
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88.2	84.4
Hispanic	12	100	I/S	I/S	I/S	I/S	65.6	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	16	100	N/A	N/A	N/A	38.5	35	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	70.5	58.6
Socio-Economic Status								
Subsidized meals	86	98.8	29.3	49.3	21.3	70.7	58.6	55.4

Social Studies

All Students	264	99.6	15.1	48	36.9	84.9	77.1	70.9
Gender								
Male	141	100	16.7	43.2	40.2	83.3	75.3	70.1
Female	123	99.2	13.3	53.3	33.3	86.7	79.1	71.7
Racial/Ethnic Group								
White	152	99.3	11.5	48.6	39.9	88.5	88.6	79.2
African American	100	100	21.5	46.2	32.3	78.5	71.1	58.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	91	86.8
Hispanic	7	I/S	I/S	I/S	I/S	I/S	71.5	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	21	100	N/A	N/A	N/A	68.4	44.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	78.1	68
Socio-Economic Status								
Subsidized meals	86	100	23.1	52.6	24.4	76.9	66.2	60.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	390	99.5	15.8	41.6	42.7	84.2	76.7	72.1	96.3	97
Gender										
Male	207	99.5	20.3	45.3	34.4	79.7	70.2	65.2	96.3	96.9
Female	183	99.5	10.8	37.5	51.7	89.2	83.4	79.2	96.2	97.1
Racial/Ethnic Group										
White	221	99.6	13.1	37.9	49.1	86.9	87.9	80.8	96.3	97.1
African American	148	99.3	21.5	45.2	33.3	78.5	71.3	59.7	96.3	96.9
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	89.8	87	98.5	97.9
Hispanic	14	100	8.3	58.3	33.3	91.7	66.4	64.6	95.8	96.3
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	100	73.4	N/A	96.5
Disability Status										
Disabled	27	100	60	36	4	40	32	27.7	95.4	96.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	96.4
English Proficiency										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	71.7	63.7	95.8	97.2
Socio-Economic Status										
Subsidized meals	117	99.2	23.8	47.6	28.6	76.2	65.8	61.9	95.3	96.3

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	131	100	17.2	40.2	42.6	82.8
	4	125	100	13.8	35.3	50.9	86.2
	5	143	100	9.9	52.1	38	90.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	122	100	10.3	27.4	62.4	89.7
	4	143	100	21.5	28.9	49.6	78.5
	5	123	100	13	36.5	50.4	87
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	131	100	25.4	28.7	45.9	74.6
	4	125	100	3.4	34.5	62.1	96.6
	5	143	100	20.4	49.3	30.3	79.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	122	100	28.2	26.5	45.3	71.8
	4	143	100	6.7	40.7	52.6	93.3
	5	123	100	10.4	33	56.5	89.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	65	100	28.8	49.2	22	71.2
	4	125	100	14.7	40.5	44.8	85.3
	5	71	100	21.1	63.4	15.5	78.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	61	100	32.8	41.4	25.9	67.2
	4	143	100	16.3	56.3	27.4	83.7
	5	63	98.4	10.5	45.6	43.9	89.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	66	100	15.9	38.1	46	84.1
	4	125	100	15.5	49.1	35.3	84.5
	5	72	100	11.3	39.4	49.3	88.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	61	100	10.2	49.2	40.7	89.8
	4	143	99.3	17.8	51.1	31.1	82.2
	5	60	100	13.8	39.7	46.6	86.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	127	100	22.1	29.5	48.4	77.9
	4	122	99.2	20.7	45.7	33.6	79.3
	5	143	99.3	19.1	41.1	39.7	80.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	121	99.2	16.4	38.8	44.8	83.6
	4	144	99.3	13.3	51.9	34.8	86.7
	5	125	100	17.9	32.5	49.6	82.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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